



# Individual Teaching Assistant Report Spring 2025 for I 301 - INTRODUCTION TO INFORMATICS (28090, 28085) (Huimin Xu)

Project Title: **Course Evaluations Spring 2025**

Courses Audience: **71**

Responses Received: **14**

Response Ratio: **19.7%**

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## Report Comments

### Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)  
Agree (4)  
Neutral (3)  
Disagree (2)  
Strongly Disagree (1)

Excellent (5)  
Very Good (4)  
Satisfactory (3)  
Unsatisfactory (2)  
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

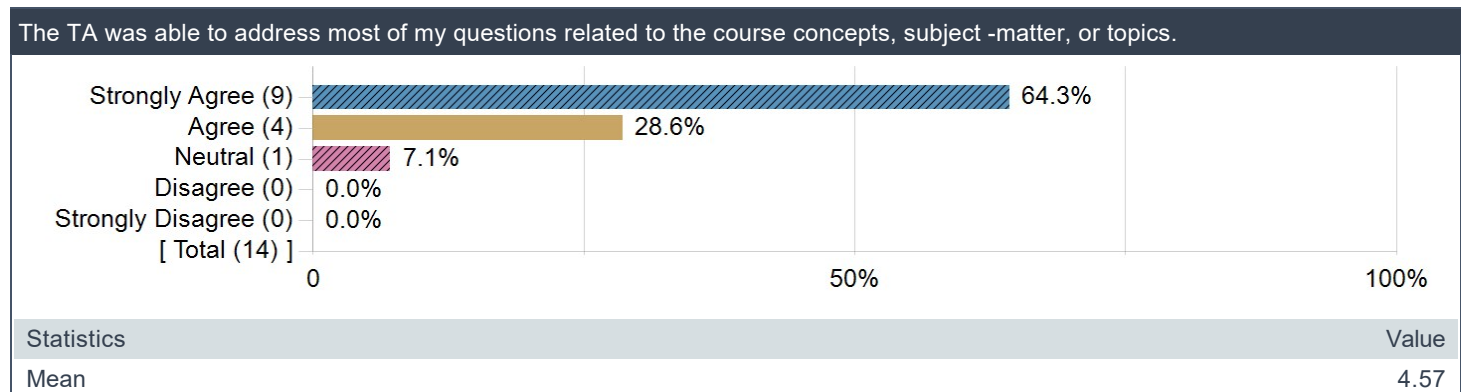
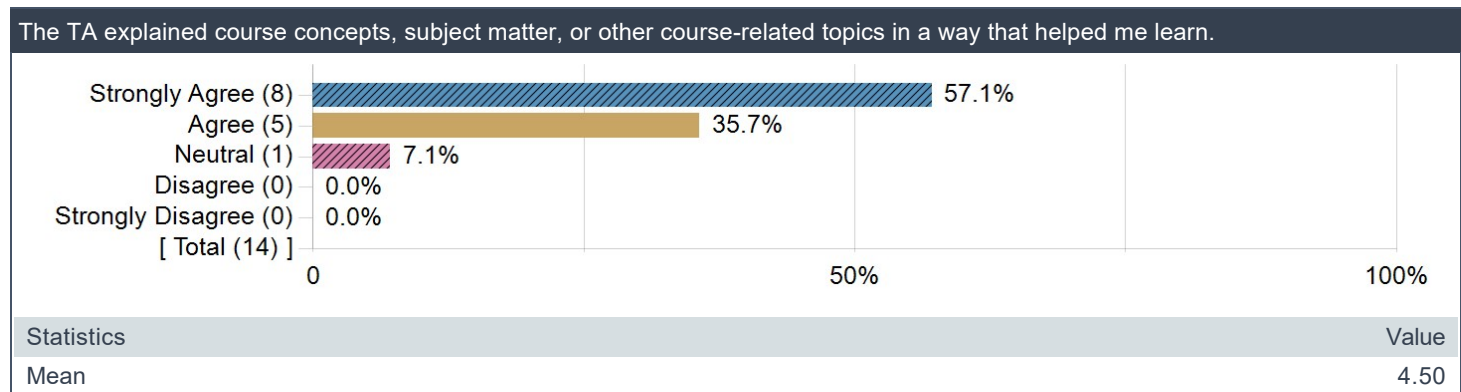
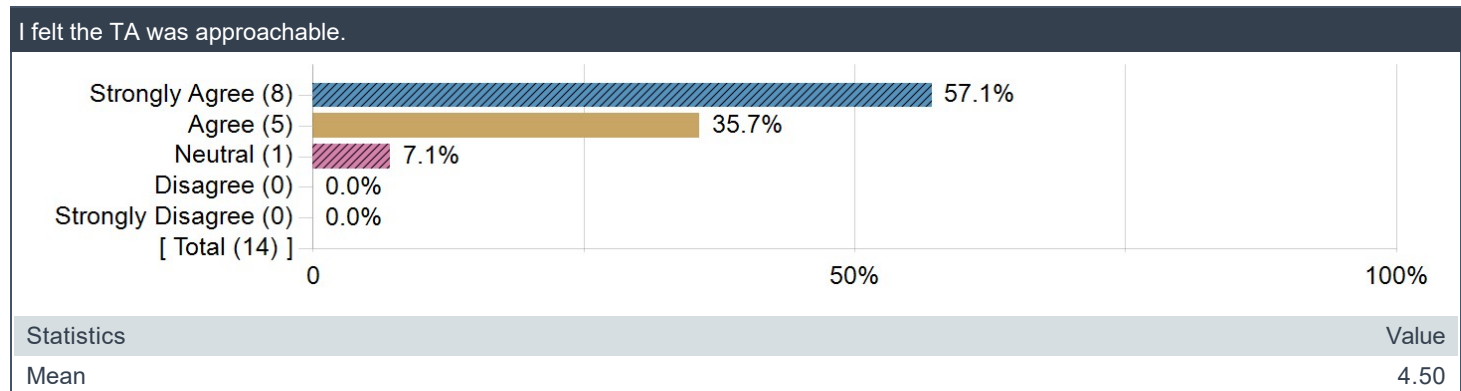
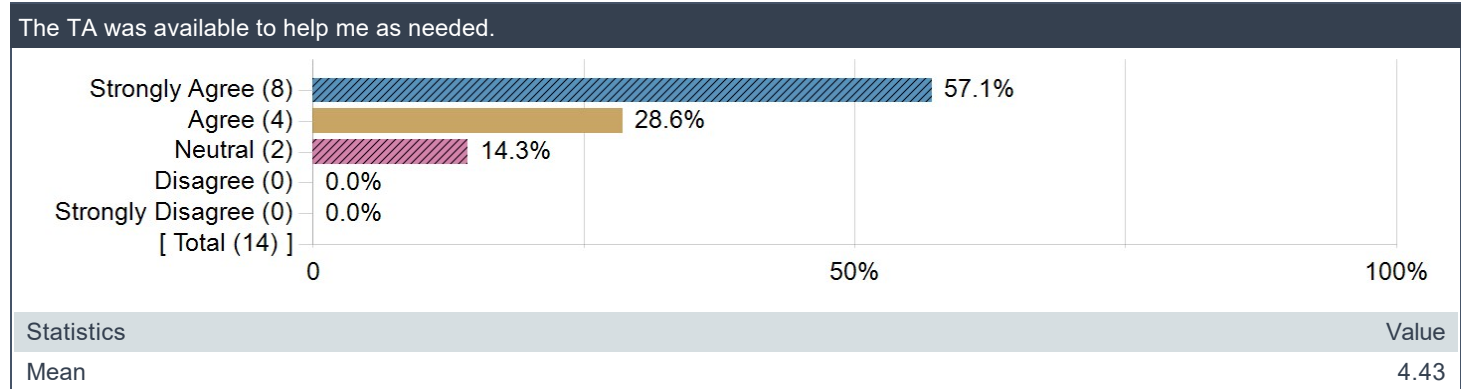
The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

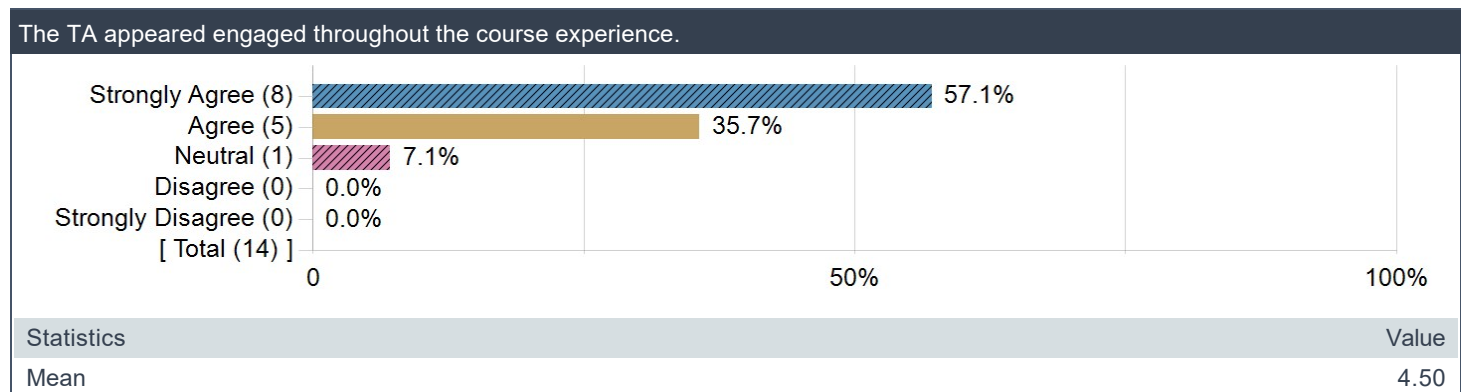
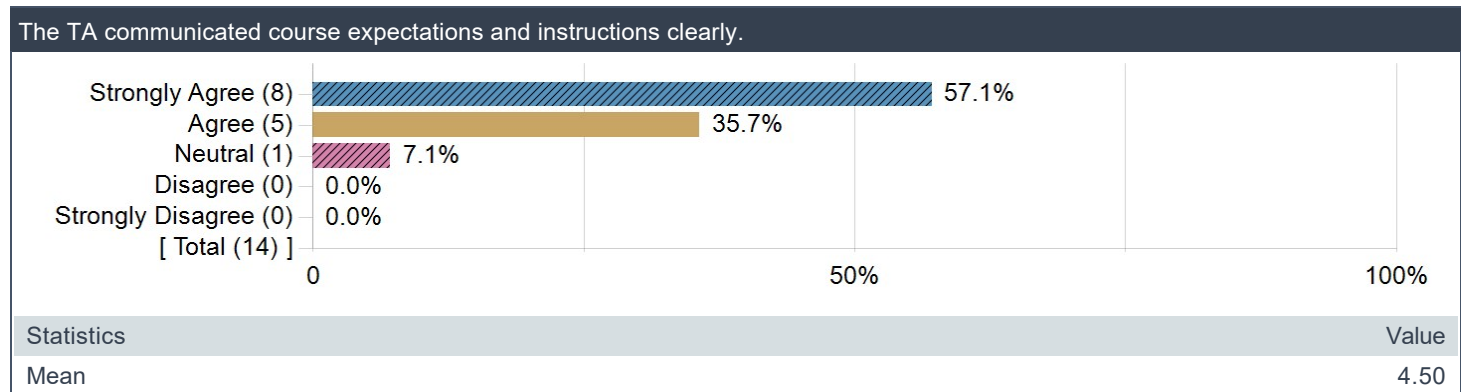
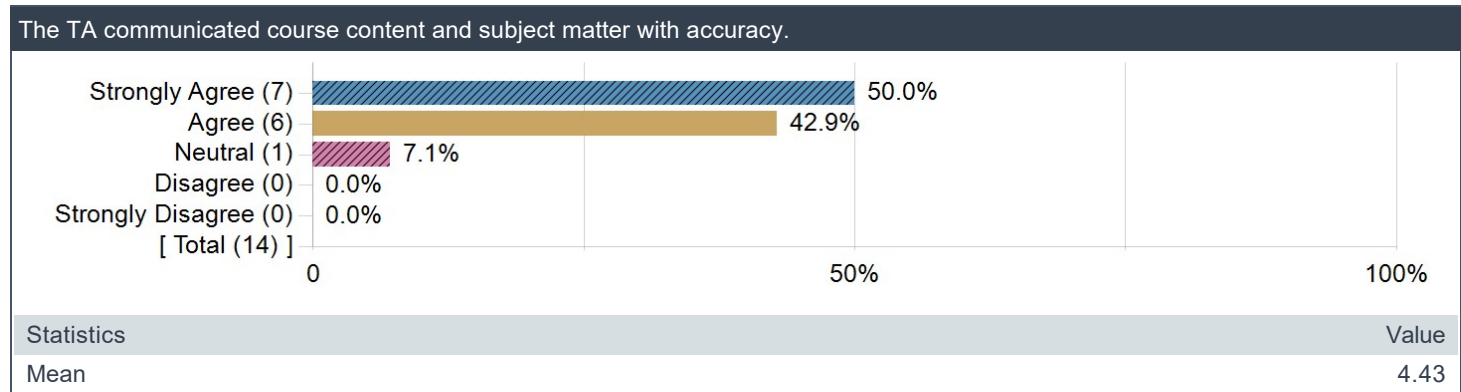
Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

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Creation Date: **Wednesday, June 11, 2025**

## Teaching Assistant Questions





## Comment Questions

**Identify aspects of your interactions with your teaching assistant that were most effective in helping your learning.**

| Comments  |
|---|
| Very kind and is always engaged with the students during discussion   |
| Huimin was very nice, cooperative and willing to help me with regrading one of my assignments which I initially did not understand.   |
| She was very good at leading the discussion questions.  |
| She was very helpful when clearing up verbiage in assignments and gave good feedback on presentations.  |
| She was relatively clear on her critiques for our assignments, so we knew what to improve.  |
| feedback she provided on assignments  |
| The best things were how the TA interacted with the class. Very engaged and present to the question we asked, and made conversation natural and easy.   |
| She was very attentive during discussion sections and always added insightful comments to each person's input, which I really appreciated.  |
| Pushing us to have weekly discussions about course material.  |
| Was very clear that the TA was involved in the course   |
| Ms. Xu was incredibly kind and one of the most thoughtful TAs I've ever met. She was genuinely interested in what we discussed in class and cared about her students' well-being. When I needed to leave class early for a doctor's appointment, she made sure to ask if I was okay, which I appreciated! |
| I felt how this TA held discussion sections and provided notes was most effective to my learning.   |

**What is one thing the teaching assistant could do differently to help improve future students' learning in this course?**

| Comments  |
|---|
| The discussions are a bit too structured that it feels forced. Each group has to report what they discussed, which is repetitive because everyone generally talks about the same ideas. This makes the discussions not feel like a discussion, I wished the conversations felt more natural |
| I think the discussions could be better organized into specific time blocks. Sometimes we went over time while discussing, and I believe setting a specific time and making sure we're on time with that day's agenda would be very helpful.  |
| Just overall knowing everything about the course because there were times when she would need to ask the professor about course information.  |
| Instead of taking breaks in class, we could end early because a lot of the time we could have been done in an hour and we were just wasting time and going off topic in groups  |
| This is not so much a critique on the TA but moreso on the classroom, but having defined sections for discussion groups would be much better for presenting our thoughts.   |
| nothing   |
| Honestly, everything was how I would expect and want from a TA.   |
| Give us a chance to choose our groups for the final project.  |
| n/a   |
| No criticism! She is lovely!  |
| I do not feel there was anything this TA could do differently to improve the students' learning. The TA was very helpful.   |